

# About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

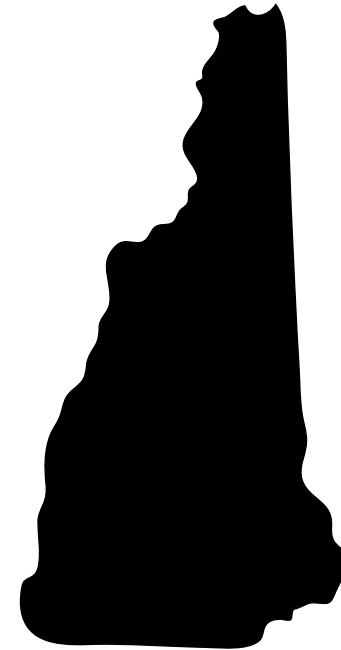
Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test,



students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2005 Beginning of Grade 5 NECAP Tests

**Grade 5 Students in 2005-2006**

## State Results

**State:** New Hampshire



# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

# Grade Level Summary Report

State: New Hampshire

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled

in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							15,804									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
							15,541	15,542	15,521							98	98	98
Students not tested in NECAP																		
State Approved							205	190	209							1	1	1
Alternate Assessment							156	156	150							1	1	1
First Year LEP							19	0	21							0	0	0
Withdrew After October 1							15	21	26							0	0	0
Enrolled After October 1							10	8	8							0	0	0
Special Consideration							5	5	4							0	0	0
Other							58	72	74							0	0	0

## NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																			15,541	15	52	22	11	544	
MATH																			15,542	17	46	19	18	543	
WRITING																			15,521	10	41	33	15	539	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

### Reading Results

State: New Hampshire

#### Proficient with Distinction

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

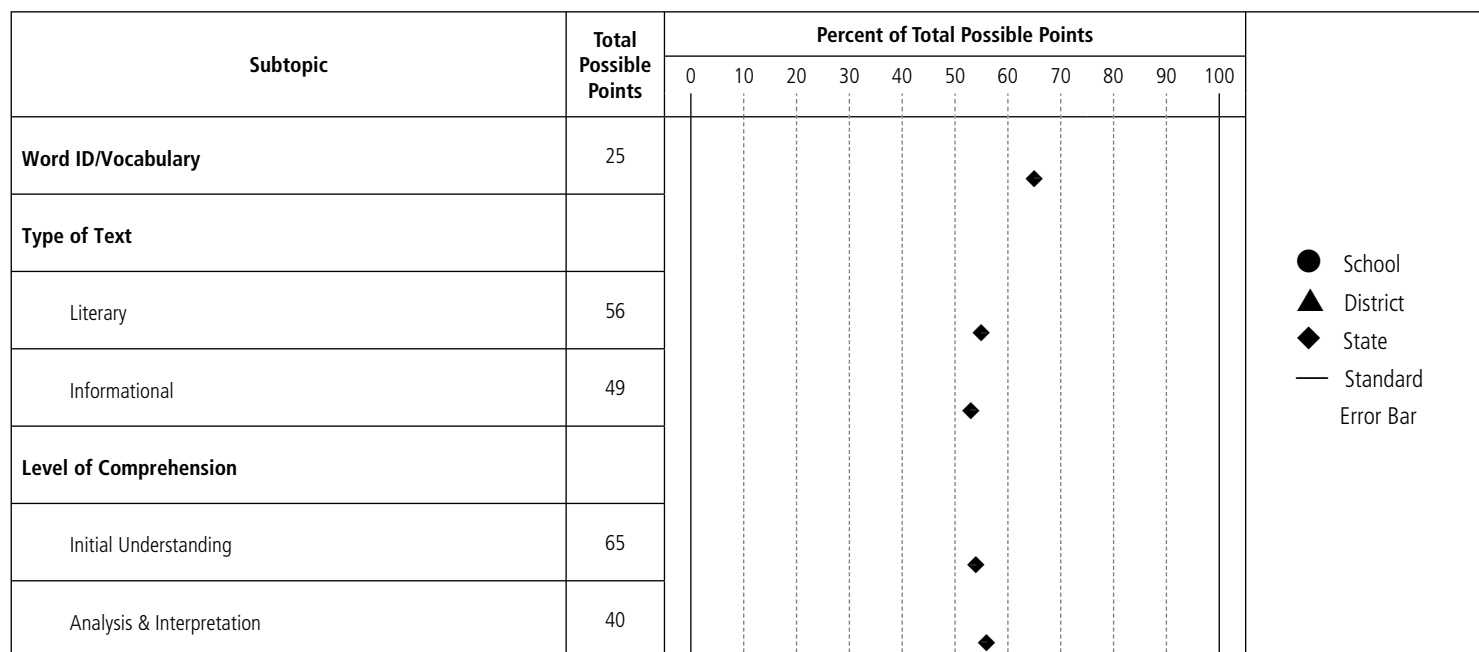
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>DISTRICT</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>STATE</b> 2005-06 2006-07 2007-08 Cumulative Average	15,804	205	58	15,541	2,271	15	8,033	52	3,484	22	1,753	11	544

#### Partially Proficient

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.





# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

# Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				15,541	15	52	22	11	544
Gender																									
Male																				8,009	10	51	25	14	542
Female																				7,532	19	53	20	8	546
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				51	6	47	20	27	538
Asian																				313	28	53	14	4	550
Black or African American																				268	5	43	28	24	537
Hispanic or Latino																				412	7	35	33	25	537
Native Hawaiian or Pacific Islander																				47	0	19	30	51	527
White (non-Hispanic)																				14,434	15	52	22	11	545
No Primary Race/Ethnicity Reported																				16	0	56	25	19	540
LEP Status																									
Currently receiving LEP services																				316	4	27	32	37	533
Former LEP student - monitoring year 1																				16	6	44	31	19	539
Former LEP student - monitoring year 2																				3					
All Other Students																				15,206	15	52	22	11	545
IEP																									
Students with an IEP																				2,251	1	22	35	42	532
All Other Students																				13,290	17	57	20	6	546
SES																									
Economically Disadvantaged Students																				3,215	5	40	32	23	538
All Other Students																				12,326	17	55	20	8	546
Migrant																									
Migrant Students																				3					
All Other Students																				15,538	15	52	22	11	544
Title I																									
Students Receiving Title I Services																				1,948	4	37	36	22	538
All Other Students																				13,593	16	54	20	10	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

# Mathematics Results

State: New Hampshire

### Proficient with Distinction

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

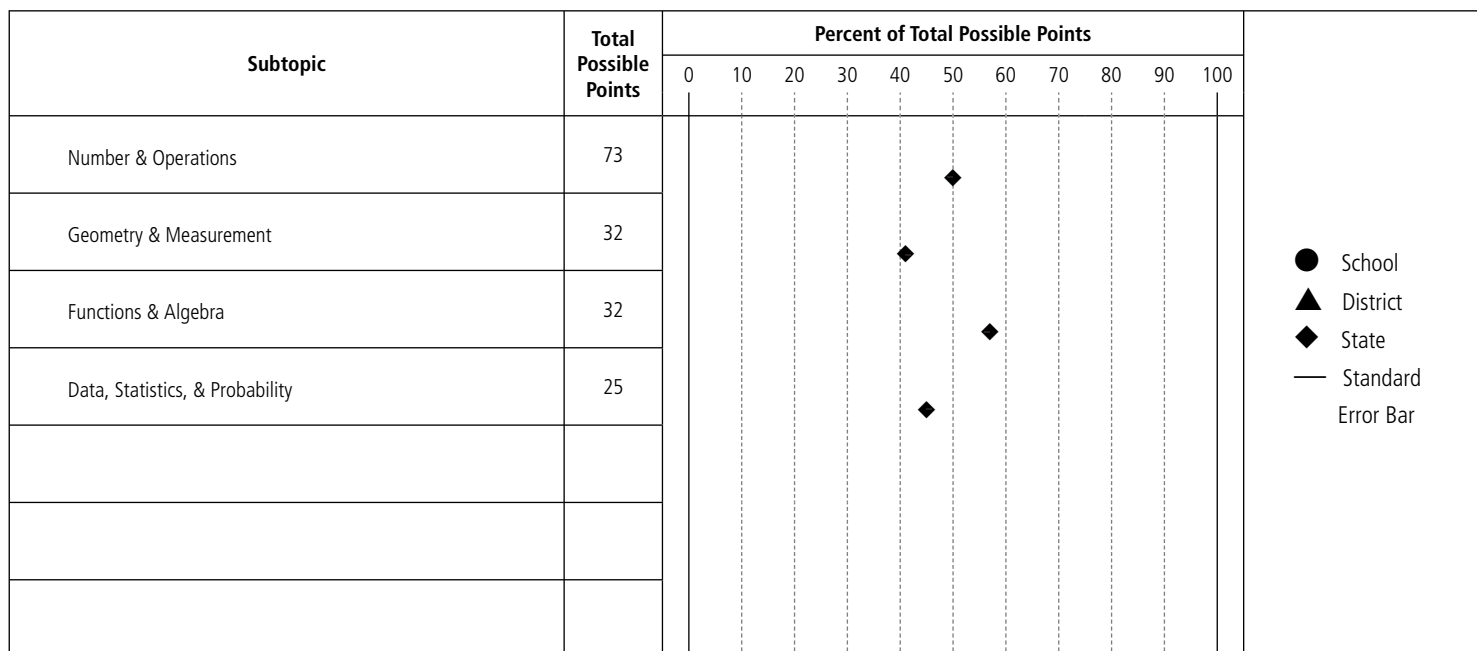
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>DISTRICT</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>STATE</b> 2005-06 2006-07 2007-08 Cumulative Average	15,804	190	72	15,542	2,661	17	7,196	46	2,926	19	2,759	18	543

### Partially Proficient

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.





# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

# Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				15,542	17	46	19	18	543
Gender																									
Male																				8,008	18	46	18	18	544
Female																				7,534	16	46	20	18	543
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				51	6	37	22	35	538
Asian																				323	41	39	12	9	550
Black or African American																				269	6	31	24	39	535
Hispanic or Latino																				414	7	31	25	36	537
Native Hawaiian or Pacific Islander																				47	2	17	4	77	525
White (non-Hispanic)																				14,422	17	47	19	17	544
No Primary Race/Ethnicity Reported																				16	6	38	31	25	538
LEP Status																									
Currently receiving LEP services																				333	6	25	22	47	534
Former LEP student - monitoring year 1																				16	13	44	25	19	542
Former LEP student - monitoring year 2																				3					
All Other Students																				15,190	17	47	19	17	544
IEP																									
Students with an IEP																				2,247	3	24	24	49	533
All Other Students																				13,295	19	50	18	13	545
SES																									
Economically Disadvantaged Students																				3,209	6	35	26	33	537
All Other Students																				12,333	20	49	17	14	545
Migrant																									
Migrant Students																				3					
All Other Students																				15,539	17	46	19	18	543
Title I																									
Students Receiving Title I Services																				1,381	7	36	25	33	538
All Other Students																				14,161	18	47	18	16	544

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

### Writing Results

State: New Hampshire

#### Proficient with Distinction

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

#### Proficient

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

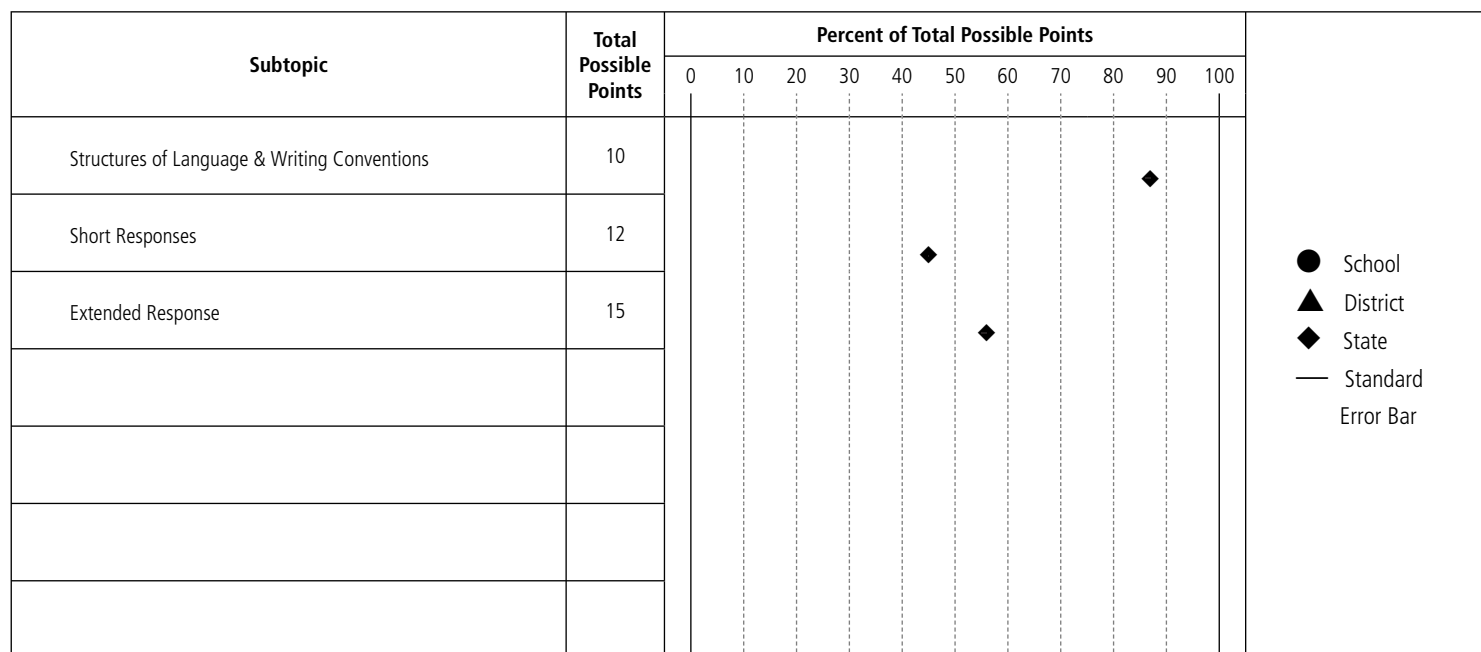
#### Partially Proficient

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

#### Substantially Below Proficient

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>DISTRICT</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>STATE</b> 2005-06 2006-07 2007-08 Cumulative Average	15,804	209	74	15,521	1,596	10	6,439	41	5,176	33	2,310	15	539





# Fall 2005 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2005-2006

# Disaggregated Writing Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				15,521	10	41	33	15	539
Gender																									
Male																				7,994	5	35	39	21	536
Female																				7,527	16	48	27	9	542
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				51	2	37	37	24	534
Asian																				312	22	47	26	5	545
Black or African American																				266	4	32	36	29	533
Hispanic or Latino																				410	4	28	43	25	534
Native Hawaiian or Pacific Islander																				46	0	11	28	61	521
White (non-Hispanic)																				14,420	10	42	33	14	539
No Primary Race/Ethnicity Reported																				16	0	38	44	19	535
LEP Status																									
Currently receiving LEP services																				313	2	24	38	37	530
Former LEP student - monitoring year 1																				16	0	56	25	19	537
Former LEP student - monitoring year 2																				3					
All Other Students																				15,189	10	42	33	14	539
IEP																									
Students with an IEP																				2,249	1	13	38	48	527
All Other Students																				13,272	12	46	33	9	541
SES																									
Economically Disadvantaged Students																				3,203	4	30	39	27	533
All Other Students																				12,318	12	44	32	12	540
Migrant																									
Migrant Students																				3					
All Other Students																				15,518	10	41	33	15	539
Title I																									
Students Receiving Title I Services																				1,938	4	29	41	26	534
All Other Students																				13,583	11	43	32	13	540

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.